

Edinburgh Napier University
and The Scottish Funding Council
Outcome Agreement,
2017/18
March 2017



Strategic Context

Professional, inclusive, innovative and ambitious. Our values underpin everything we do, from delivering the highest possible quality learning and research enabling Scotland's economic, social, entrepreneurial and cultural wealth to thrive, even in uncertain times.

We aim to be: '***an enterprising and innovative community, renowned internationally, with an unrivalled student learning experience***'.

Our University strategy to 2020 **Strategy2020: Building Success**¹ sets out our strategic objectives and the areas in which we will make an impact. We have achieved, or are on track to achieve the majority of aspirations set out in our previous Outcome Agreement for the period 2014-15 to 2016-17. In this Outcome Agreement for 2017-18, we have set out ambitious aspirations in line with Strategy 2020 to help us achieve this vision, in partnership with the SFC.

We want to:

- Deliver an outstanding and personalised student learner journeys, through innovative and responsive teaching and integration with research, with the right support in place, at the right time;
- Ensure our graduates leave with all the skills they need to make a lifelong and excellent contribution to society;
- Drive social mobility through widening participation and nurturing a culture of inclusiveness throughout the University;
- Be global in our outlook, developing students as international citizens through exchange and language opportunities, and enabling our international research networks, collaborations and reputation to flourish;
- Deliver an excellent service to business partners, supporting innovation, entrepreneurship and economic growth;
- Engage in and deliver internationally excellent research in areas of academic strength

¹ <http://staff.napier.ac.uk/services/principal/strategy2020/Pages/Strategy-2020.aspx>

Since the University's Strategy to 2020 was agreed, a number of supporting strategies have also been developed. These strategies are necessary to support the ambitions set out in the strategic plan and include the Academic Strategy, International and Home/EU Recruitment Strategies, Internationalisation Strategy, Student Experience Strategy and Estates Strategy, and most recently the Innovation and Enterprise (Students) Strategy and Widening Participation Strategy.

The Outcome Agreement with the Scottish Funding Council has been developed in consultation with the University Court. Students have been involved through consultation with sabbatical officers from Edinburgh Napier Students Association.

VISION

“An enterprising and innovative community renowned internationally,
with an unrivalled student learning experience.”

VALUES

Professional

Ambitious

Innovative

Inclusive

STRATEGIC OBJECTIVES



Grow our academic reputation

- Outstanding teaching across our portfolio
- Grow areas of academic strength and potential
- Grow research and integrate with teaching
- Build research and innovation in teaching and learning
- Grow the postgraduate community



Build innovation, enterprise and citizenship

- Opportunities for students to engage with or start up business and social enterprises
- Build knowledge exchange partnerships
- Graduate attributes for complex environments
- Continuous improvement/enhancement approach in all that we do
- Maximise value of assets



Deliver an excellent personalised student experience

- Students as partners in plans and decision-making
- Programme-focused approach with community identity
- Active learning approaches/assessment for learning
- Accredited work-related and developmental experience
- Invest in learning and social spaces
- Personalised support



Internationalise our work

- Build strategic partnerships
- Grow our international student community
- Create an environment where students and staff develop an international outlook
- Develop sustainable models of transnational education to expand international activity
- Enhance contribution to city and region

Summary of aspirations for Outcome Agreement

A summary of the 2017/18 aspirations for this Outcome Agreement is presented in Table 1. Aspirations are set out for 2017/18, alongside our broader ambition for 2020 reflecting the current funding allocation approach by the Scottish Government. The aspirations set out in table 1 are consistent with those in previous Outcome Agreements with the Scottish Funding Council. Future year aspirations past 2017/18 will be set in line with funding from the Scottish Funding Council.

Table 1: Summary of Outcome Agreement targets for 2017/18 and strategic aspirations for 2019/20.

National Measure	Measure	2014/15	2015/16	Strategic Aspirations	
				2017/18	2020
1	Number of entrants articulating with Advanced Standing	645	697	700	>710
2a	Proportion Scottish-domiciled MD20 entrants ²	10.6%	11.2%	12%	14%
2b	Proportion Scottish-domiciled MD40 entrants (includes MD20)	26.8%	27.3%	29%	33%
5a	Retention of MD20 full-time first year Scottish-domiciled students returning in year 2	86.7%	83.3%	91%	>91%
5b	Retention of MD40 full-time first year Scottish-domiciled students returning in year 2	88.6%	86.2%	91%	>91%
6	Retention rate of undergraduate full-time students returning to study in year 2	89.2%	88.4%	91%	>91%
7	Overall Satisfaction score in National Student Survey	84%	84%	87%	90%
9a	Proportion of graduates entering positive destinations	95.2%	95.1%	95 %	95%
9b	Proportion of graduates in graduate level employment	77%	79%	80%	>80%
15	Gross carbon footprint	36% reduction	43% reduction	We will continue to reduce our carbon emissions in line with Scottish Government targets.	

² SIMD measures are given using SIMD2012 for 2014/15 and 2015/16. SIMD2016 is used for 2017/18

Priority 1: Widening Access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

Context

Articulation

Edinburgh Napier is the largest recruiter of articulating students (either from FE/HE with a HND or HNC articulating into years 2 or 3 of a degree course) in the East of Scotland, and the second largest recruiter in Scotland overall. In 2014/15 articulating students from both colleges and HEIs (including additional funded places) comprised 28% of our Scottish domiciled undergraduate intake overall. The University currently offers 210 different articulation routes, 132 formal and 78 informal.

Our proportion of HN qualified Scottish domiciled students articulating with advanced standing has increased from 63.9% in 2011/12 to 71.3% in 2015/16. Our target for 2015/16 was to have 702 Scottish domiciled students articulating with advanced standing from Scottish colleges (including the additional funded places), and we admitted 698 articulating students. The University is seeking to increase links with colleges, focusing on subject areas where there are low numbers or no formal articulation routes e.g. in life sciences. We are on track to be recruiting over 700 articulating students a year as per our aspirations set in our previous Outcome Agreement (2014/5-2016/7). Table 2 shows the breakdown of articulating undergraduate entrants to Edinburgh Napier with the proportion of those articulating with Advanced Standing.

Table 2: Numbers of Scottish domiciled undergraduate entrants articulating with advanced standing, 2013/14 to 2015/16

		2013/14	2014/15	2015/16
Edinburgh Napier	No. of students articulating with Advanced Standing	577	645	697
	Number of HN entrants	779	881	979
	Proportion	68.4%	69.7%	71.2%
Sector	No. of students articulating with Advanced Standing	3762	4008	
	Number of HN entrants	7884	8402	
	Proportion	49.4%	47.7%	

The University's current intake of articulating students with advanced standing is around one-third of its annual intake at 30.5%. The target for 2017/18 is to increase the proportion of students articulating with advanced standing to 35% to ensure a range of entry points to undergraduate study while also ensuring that courses remain financially sustainable. The University has an aspiration to increase its number of articulating students with advanced standing in line with current intake proportions. Intake targets will be flexed appropriately based on the retention of existing student cohorts in the University and balanced with ensuring the University remains within the tolerances for funded student places from SFC.

Widening Participation

Edinburgh Napier University currently recruits the greatest number of SIMD20 entrants of any University in the South-East of Scotland, and recruits the largest proportion of SIMD20 students in Scotland of any University in the South-East region. Table 3 shows entrants to Edinburgh Napier from MD20 postcodes. We have grown our absolute number and proportion of MD20/40 students in the last three years since 2012/13. We are the leading recruiter of SIMD20 entrants from the South-East area. Within the South-East region, Edinburgh Napier recruited 42% of total SIMD students in the region in 2014/15.

Table 3: Proportion of MD20 and MD40 Scottish domiciled undergraduate entrants (SIMD 2012).

	2012/13	2013/14	2014/15	2015/16
MD20	276	268	294	284
<i>Percentage</i>	10.9%	11.7%	10.6%	11.2%
MD40 (includes MD20)	700	650	747	695
<i>Percentage</i>	27.7%	28.3%	26.8%	27.3%
Total SDUE with known postcode.	2,531	2300	2783	2544

SIMD20 as a measure of deprivation is one indicator and Edinburgh Napier is committed to measuring engagement with students using a basket of measures. Using a wider definition of Widening Participation to include applicants and students to include students from:

- SIMD20 postcodes;
- Pupils from schools with low progression rates onto higher education including SHEP schools and LEAPS eligible pupils;
- Pupils identified by schools or SHEP programmes as coming from low income families;
- Care-experienced young people, care leavers and young adult carers.

The University's Contextual Admissions process is aligned to these factors and used in the admissions process. Table 4 shows the proportion of applications, offers and acceptances of students who fulfil at least one of these criteria. The University aims to increase its proportion of applications from widening access from 23% in 2015/16 to 30% by 2020.

Table 4: Proportion of Applications, Offers and Acceptances from Scottish domiciled undergraduate applicants with one or more Contextual Admissions flags

	2012/3	2013/4	2014/5	2015/6	2016/7
Applications	20.6%	21.5%	22.6%	22.8%	23.5%
Offers	21.6%	23.1%	23.4%	24.0%	25.5%
Acceptances	19.6%	20.2%	18.4%	19.8%	21.1%

Gender

The SFC Gender Action Plan published in August 2016 set out the ambition that by 2030 no subject should have a gender imbalance greater than 75/25 and the gap between male and female participation in undergraduate study should be reduced from a 15.4% to 5%. For Edinburgh Napier, these subjects are primarily STEM based: Subjects Allied to Medicine, Mathematical & Computer Science, Engineering, Architecture Building & Planning, and Psychology.

Edinburgh Napier has a number of engagements to raise participation of under-represented students where there is a gender imbalance. We are engaged with a number of external organisations to increase participation in higher education from under-represented genders and embed equality and diversity into the curriculum. These partners include EQUATE Scotland, Equality Challenge Unit and the Higher Education Academy.

Our Aspirations

- The University is committed to maintaining the level of articulating students at 700 new entrants per year and to grow this where possible in local and national priority subject areas. Articulating students currently comprises one-third of the annual intake of Scottish undergraduate students;
- We aim to be the lead institution for recruitment of students from the most deprived areas in the South-East of Scotland. Our ambition is to mirror the Scottish Sector average for MD20 student entrants by 2021;
- We will ensure that once admitted, students from under-represented backgrounds have the same opportunities and support. This include ensuring a successful transition from College into University, progression through academic studies and opportunities to undertaken work-related and mobility opportunities.
- We will actively monitor gender balance in subjects identified with an imbalance greater than 75/25 and will report annually on this as part of our Widening Participation strategy. We proactively engage with stakeholders

to ensure that students from under-represented genders apply to these subject areas.

How We Will Deliver

The University's Widening Participation strategy approved by University Court in December 2016 reflects our commitment to ensuring all those with the potential and wish to succeed at Edinburgh Napier are given the opportunity and the support to do so. The strategy is our supporting strategy to deliver the ambitions set out in Strategy 2020. Through the Widening Participation Strategy we aim to:

- 1) Raise aspirations and drive increased attainment in our communities
- 2) Provide tailored transitions: moving in, moving through and moving on.
- 3) Embed reporting and evaluative practices to ensure an evidence-based approach.

The strategy will both contribute to and be informed by sector developments, as set out in the Universities Scotland publication 'Futures not Backgrounds'. We are committed to helping every student who has the potential to benefit from studying with us to move in, move through and move on successfully from Edinburgh Napier following the most efficient path that is best for them. Ensuring a successful transition between college and University will be provided through staff dedicated to supporting students and pre-entry workshops focusing on academic skills and key transition information. We will offer Continuing Professional Development to work with staff in college staff on applications and UCAS references.

The University has been using a [Contextualised Admissions Policy](#) for the 2016 admissions cycle onwards. This commits the University to making an offer of admission or offer of an interview, audition or portfolio review where possible to Scottish-domiciled students who have one or more of the following contextual identifiers: care-experienced, LEAPS eligible, attended SWAP, attended a SHEP school or live in a SIMD20 area. We will review and develop our contextualised admissions policy in line with our own and wider sector work on what works best in both identifying and supporting priority groups.

We will continue to grow and develop existing Widening Participation interventions, for example:

- Enabling peer student mentoring from pre-entry onwards, available for any widening participation student;
- Support for students who are care-experienced, including financial bursaries for the complete life of their academic studies and named support for applicants from pre-entry, transition in and out of University;
- Providing named support for any applicants from pre-entry, transition into and out of university with Refugee status. This will include working with third sector organisations such as SCORE Scotland, MCFB and Welcoming Edinburgh;
- Rolling out work from Into University working with groups supporting BME pupils into University;
- Provision of CPD for School staff around applications and UCAS references.
- Working in partnership with other Universities and organisations (e.g. LEAP and SWAP) to work with Schools on raising students' aspirations;
- Delivering and evaluating the BroughtonUP project, aiming to roll out to similar schools in partnership with Heriot-Watt and Queen Margaret University;
- Engagement with Schools to provide facilities for academic studies e.g. giving access to Advanced Higher students to labs to complete Biology experiments they would be not have access to in their School;
- A programme of work with local Schools focussed on increasing participation in higher education e.g. working with Castlebrae Community High School

A Gender Action Plan will be developed as part of the University's Widening Participation Strategy. Differentiated subject-focussed activities will be carried out as part of the Widening Participation roadmap. We will focus on tackling these gender imbalances, and act to improve applications, enrolments, retention and success from the minority gender group in these areas.

Case Study: Addressing Gender Imbalance

Men into Nursing & Midwifery

Nursing as a subject has one of the most pronounced gender imbalances in Scotland. Edinburgh Napier University this year is working with the Equality Challenge Unit on a new equality and diversity programme. This has two main components: a mixed methods research study on the experience of male nurses, and specific recruitment work aimed at encouraging men into nursing. The first recruitment event 'Men into Nursing' was run in the October 2016. The event was promoted to prospective students through a variety of channels and attracted a diverse male audience across a range of age groups from across Scotland, including as far away as the north-west coast of Scotland. A group of experts shared experiences with the attendees through discussion groups and Q&A panels, to provide an insight into why Nursing is a valid career route for male students and attendees were able to tour the nursing teaching facilities. A number of the University's current and former students were involved and their enthusiasm and commitment provided inspirational role models for the attendees.

Key strategic activities to address gender imbalances are:

- Increasing student applications from female students, particularly in the subject areas of Computing, Engineering and Nursing;
- Working in partnership with national bodies to promote good practice within the higher education sector e.g. Equality Challenge Unit;
- Achievement of Athena Swan Silver award;
- Increasing student applications from male students into Nursing;
- Engagement events, working with a range of current and prospective students to promote the work of the University and promote participation from females into STEM subjects

The University's [Equality and Diversity Committee](#) monitors the student demographics by protected characteristic. Our student population characteristics

are in line with the Scottish sector, including the subjects with a significant gender imbalance.

For Care-Experienced Young People the University has a target in its Widening Participation Strategy to double its numbers by 2020. In support of this aim we will:

- Develop and publish a Corporate Parenting Plan
- Work with our existing care-leaver students to develop current and future support.
- Develop a Project to develop a “educational home” for looked after and care experienced young people in the region
- Continue named support for any applicants from pre-entry, transition in and out of University
- Continue to seek and negotiate sources of financial support e.g. care leavers bursary, the Springford Family bursary, internal help with graduation, printing costs.
- Pilot of a care leavers hub, working alongside other local Universities, colleges, Edinburgh Council and third sector organisations

For Young Adult Carers we will grow work with third sector groups such as In Your Corner (Cornerstone), Carers Trust, Young Carers - Broomhouse Centre to provide one-to-one support, group visits and build ongoing relationships.

Case Study: Working in Partnership with Local Communities

Broughton UP

Date: *Started in 2014*

Target: *S4 to S6 pupils from MD20 postcodes at Broughton High School*

Delivered by: *Edinburgh Napier University, Heriot Watt University, Queen Margaret University, Broughton High School*

Broughton High School is identified by LEAPS as a Group 2 school, which means eligible students are able to access individual support in S5 and S6, and attend summer school, but are not eligible for all aspects of the LEAPS programmes. The school's head teacher identified that there was a small group of S4 pupils from MD20 postcodes who had the potential to succeed, but there was already evidence of an attainment gap between them and their peers. Working with the school, the three universities listed above have developed the Broughton UP project, a co-ordinated series of activities, delivered by ourselves and the school, that allow for a sustained intervention to enable these pupils to access higher education.

Activities delivered by ourselves and our university partners include:

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- workshops to raise aspirations, awareness and explain the benefits of studying at university*
 - workshops on positive thinking/growth mindset, stress management*
 - one-to-one interviews with participants*
 - activities for parents and carers*
 - campus visits, including an overnight stay*

In addition, the school arranges other sessions, including a residential trip, and mentoring for all participants. Currently, the first cohort are in S6 (7 pupils), and there is also an S5 (14 pupils) and S4 (20 pupils) group. We are in the process of evaluating the programme, with the intention of rolling out to further suitable schools.

Priority 2: High quality learning and teaching - an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference.

Context

Retention

Our overall retention rate has remained broadly steady over the last five years, at around 89%, with a target to increase this to 91% in 2016/17. Retention of students from deprived neighborhoods remains a challenge for the sector and Edinburgh Napier has seen a decrease to 84% in the retention rate for MD20 students in 2015/16. The University is committed to equal high retention rates for all groups of students.

Employability

Edinburgh Napier University is proud of its record in helping graduates move on to positive destinations after University. 95.1% of full-time first-degree leavers entered a positive destination in 2014/15, above the benchmark of 94.2%. 79% of UK full time first-degree graduate respondents to the DLHE in employment were in managerial or professional roles. This has increased from 77% in the previous academic year. Our students have an excellent experience with us and this is evidenced in the National Student Survey where 84% are satisfied matching the benchmark for the University. The University has a Strategy target of increasing overall student satisfaction to 90%.

Edinburgh Napier is committed to providing students with co-curricular and work-related opportunities. In 2015/16, 3,659 students participated in co-curricular activities and 78% of our entrants started a programme with a work-related experience element. In addition 1,145 people attended enterprise and innovation events and the University supported 46 business start-ups.

International Outlook

In 2015/16, 373 students took part in international study opportunities of more than one weeks duration. Our aspiration is for at least 800 of the University's full-time, undergraduate students to have engaged in outward mobility of one week or more during their study.

Our Aspirations

- To have a retention rate for undergraduate entrants that is comparable to the sector average in Scotland, including for those with protected characteristics and under-represented socio-economic status. Our target for 2016/17 is a retention rate of 91%;
- For all undergraduate students to be enrolled on a course with a work-related learning element such as placements;
- To increase the engagement and opportunities for students to engage in international mobility, exchange and co-curricular activities. We also want to ensure that all undergraduate students have the opportunity to engage in language or intercultural study;
- We want to be the leading University in Scotland for support and growth of student enterprise. We want to grow student enterprise and start-up activity, including social enterprise;
- Excellent destinations for our graduates: >95% in positive destination, >80% professional employment, and in the upper quartile in the UK for both scores;
- To develop and grow graduate apprenticeships and offer flexible routes into higher education;

How We Will Deliver:

Identify and address barriers to retention.

The University is committed to ensuring all students leave the University with a successful outcome. The University's Student Retention Steering Group identifies and addresses any areas of provision where retention rates have fallen below the expected value.

The priority student groups that have been identified are students from MD20/40 postcodes, young males from disadvantaged backgrounds and also those students with a declared learning disability. A key strand to improving the retention of these students is engagement with activities outwith the classroom environment as this strengthens a sense of belonging which in turn aids retention and employability. We are currently using some of the WARF funding to understand the retention and progression of MD20 students, as well as exploring offers, entrants, retention and progression relating to gender.

Adjust and adapt their curriculum in response to evidence of current and future skills needs of employers and the economy

We currently offer programmes in nine of the eleven key Scottish sectors as covered by the Skills Investment Plans (SIPs). The University is committed to providing a curriculum that upskills the workforce, particularly in the areas of ICT and digital skills. Alongside traditional degree programmes, we will continue to work with employers to provide training to meet developing skills gaps in anticipation of the need to harness new technology. The University will engage with new alternative routes of higher education, including Graduate Apprenticeships.

Internationalise the student experience, and enhance and increase student mobility

We want our students to be global citizens, with an international outlook. Our Internationalisation Strategy aims to embed internationalisation throughout the University, and sets out the central objective that every student studying at Edinburgh Napier can access mobility, language study and intercultural learning opportunities.

Statement on the National Gaelic Language Plan

Edinburgh Napier University is fully supportive of all Gaelic language users at the University. Staff at Edinburgh Napier University undertake research to the teaching of Gaelic, for example through the development of innovative software applications and have been successful in attracting external funding from Highlands and Islands

Enterprise and Skills Development Scotland. Support of Gaelic teaching is supported in student projects, for example compositions in Gaelic in our music courses.

Priority 3: World-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research

Context

In the Research Excellence Framework (REF), the University was rated as having world-leading research in all nine Units of Assessment that were submitted with 53% of activity rated at three-star or four-star. The overall Grade Point Average (GPA) for the University increased from 1.8 in the 2008 Research Assessment Exercise to 2.5 in the REF. The University increased its standing for Research, moving up 20 places in the Times Higher league tables. Investment has been made in areas of research strength and in the supporting environment and infrastructure.

Edinburgh Napier is committed to developing staff in their research activities through cross-University researcher development programmes. The University currently holds the HR Excellence in Research award and is committed to creating a supportive environment for research staff at all stages of their career. The University currently holds a Bronze Athena Swan institutional award and will be submitting for a renewal of the award in 2017. All Academic Schools will be submitting for Athena Swan department award in 2016/17.

We have grouped our research into three University [research themes](#), Information Society, Wellbeing and Sustainable Communities with Professorial leads to promote a culture of multi/interdisciplinary working. The University continues to be a member of several research pools (SICSA, MASTS, SIPR, SIRE). The University hosts the Construction Scotland Innovation Centre and currently works with the Oil and Gas

Innovation Centre, Digital Health Institute, the Industrial Biotechnology Innovation Centre and we lead the Scottish Mountain Bike Centre of Scotland.

We are committed to making our research accessible to everyone. The University has an active public engagement forum, and we will be updating our Public Engagement (PE) Strategy in 2017/18. We remain a committed member of the Beltane PE network which brings together the four Edinburgh based university and public groups in partnership.

Our Aspirations

We want to:

- Increase the quality and volume of our research, measured through increasing the volume and quality of research submitted to the next Research Excellence Framework;
- Increase PhD students and completion rates;
- Maintain our HR Excellence in Research award;
- Grow our Athena Swan awards;
- Grow our public engagement activity through building networks with public and third sector partners and supporting and developing our public engagement staff.

How We Will Deliver

Enhancing Research Performance & Income:

Our Academic Strategy supports all research and knowledge exchange activity, including commercialization and postgraduate research. Edinburgh Napier University is in the second quartile for total income from research grants and contracts against 78 other post-92 institutions in the UK. .

We will grow research income and impact through:

- Using the Research Excellence Grant funding to increase both time and support for our academics to undertake high quality research;

- Developing a tailored funding strategy for each research theme in the University;
- Reviewing all major funding proposals and providing constructive feedback;
- Developing bespoke and targeted funding workshops;
- Monitoring monthly number of funding applications submitted

Statement on the Universities UK *Concordat to support research integrity*.

The University is committed to excellence in research ethics and governance. Our University Research Integrity Committee and Code of Practice on Research Integrity ensures our continued commitment to the principles of the Universities UK Concordat to support research integrity, including engagement of academics with a structured programme of Research Integrity training and governance of our research integrity policies and procedures.

Priority 4: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy.

Context

Edinburgh Napier offers a curriculum that embeds innovation and enterprise in the curriculum and enhances extra-curriculum activities in the support of developing highly employable graduates. The University has recently approved its Innovation and Enterprise Strategy that is focused on enhancing the student experience, both within academic programmes and extra-curricular activities. Innovation and enterprise for students includes the following activities:

- innovative approaches to student problem solving;
- embedded activities in modules to support innovative and enterprising thinking;
- embedded entrepreneurship modules within programmes;
- industry and other business activities and engagement, within and outside the curriculum;
- work based learning;
- support for enterprising students and graduates;

Our Aspirations

We want to:

- Embed innovation and enterprise as a key component of all academic provision throughout every student's journey;
- Build our portfolio of support to enhance working with industry and other enterprises for both staff and students, particularly where closer engagement with business will result in an enhanced curriculum and student experience;
- Increase provision and uptake of entrepreneurial training and professional development for staff and business and encourage mobility of academic staff

between businesses and universities through our newly introduced Enterprise and Professional Practice Career Pathways;

- Grow and nurture our industry partnerships through an excellent and consistent customer experience, and effectively support our partner companies to trade globally.

How We Will Deliver:

Engaging with the innovation landscape in Scotland

The University is committed to being a key driver of the innovation landscape in Scotland and look forward to contributing to the nationally agreed new UIF outcomes. Our planned actions to deliver this closely complement the Innovation Scotland five point action plan.

We will engage with priority industries by establishing a Business Engagement Forum. This Forum will have membership from a range of sectors to advise the University on planned actions to support innovation. We plan to review our IP policy with the aid of the Forum to ensure there are no barriers to development of IP by business

We will simplify business contracts through rolling out the use of the Universities Scotland Research Commercialisation Directors Group common business contracts across the University next year and agreeing a set of principles on which start-ups will be formed. We will seek to increase the completion rates of company feedback forms on their experience working with the University and review our post-project such that we can better tailor our service to the needs of business.

We will make University expertise accessible and support understanding of the knowledge exchange process. We believe that this can only be achieved by the championing of innovation by our staff and students and we will support them to undertake every opportunity possible. The University has a Business Accelerator programme that is delivered by both industry and academic staff, and is currently being delivered to SMEs on behalf of Business Gateway Fife.

We will raise awareness of opportunities for business through multiple channels, such as improving our customer relationship management systems and processes for working with our SME partners, working with the East of Scotland KTP Office to

promote KTPs based on successful University KTP projects, promoting Horizon 2020 funding opportunities, and engaging with our alumni network to raise our global profile.

We will grow our company formation and spin-out activity by our staff and students. New promotion tracks have been introduced for academic staff, specifically to recognize, support and develop entrepreneurial activity. We will develop complementary pathways for all postgraduate research students in Scotland to develop their research spin-out potential, by adapting our Bright Red Triangle services and programmes to support an Early Career Researcher Innovation Skills programme delivered through Enterprise Campus.

In 2014/15 the number of Innovation Vouchers awarded to Edinburgh Napier University was 36 and in 2015/16 this dropped to 11 reflecting the overall drop of Vouchers in the sector.

Statement on compliance: that research and innovation activity is state-aid compliant

Edinburgh Napier has a commitment to ensuring that research is carried out in a sustainable way and reflects the true costs of the service that it provides to each contract. The University adheres to the state aid rules set following the AURIL & PraxisUnico state aid guidance when costing its research and innovation projects.

Priority 5: High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements.

Environmental impact

Edinburgh Napier is committed to reducing its environmental impact, in line with Scottish Government targets. The gross carbon footprint for 2015/16 of Edinburgh Napier's non-residential estate was 4,814 tonnes and this represents a decrease in carbon emissions by 43% since 2006/07. The University is currently reviewing its carbon emissions plan and will establish a new baseline for carbon emissions for future reporting and progress against Scottish Government targets.

Monitoring and reduction of carbon emissions is managed through the Edinburgh Napier Carbon Management Plan. The University holds Carbon Masters accreditation and is currently developing an Environmental Management System with the support of Ecocampus. The University gained Ecocampus Gold accreditation in 2015. The development of the EMS is overseen by an Environmental Sustainability Advisory Group and supported by a University-wide Environmental Sustainability Policy which feeds into the wider Estates strategy.

Addressing statutory requirements to eliminate discrimination and advance equality of opportunity and foster good relations.

The Court of Edinburgh Napier University is committed to equality and values diversity in its membership. Recent lay member appointments made in 2016/17 have had a positive effect on the gender balance of Court, with lay membership now 47% female, exceeding the Committee of Scottish Chairs' 40% target. Changes in the elected staff and student membership for the upcoming Academic Year have resulted in an overall Court membership which is 43% female. The University's latest Equal Pay Report (2015)³ showed the mean pay gap for all grades to be less than 5% with no significant areas of concern.

³ <http://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information>

The University is committed to the principal of fair work and enabling an engaged and motivated workforce. The most recent employee engagement survey figure was 80% in 2015/16, exceeding the milestone of 76%. The University has signed up to the Scottish Government's [Scottish Business Pledge](#), one of only three Universities thus far to do so in Scotland. All employees (excluding Modern Apprentices and those under 18) are paid the Living Wage or above.

Statement on securing value for money in the use of public funding, (including through joint activities, shared services and better procurement)

Edinburgh Napier University is committed to securing the best value for money of its services. The University has implemented a shared service for procurement provided by Advanced Procurement for Universities and Colleges (APUC) and this is shared between Edinburgh Napier, Edinburgh College and West Lothian College.



Scottish Funding Council
Promoting further and higher education



Comhairle Maoineachaidh na h-Alba
A' brosnachadh foghlam adhartach agus àrd ire

Outcome Agreement between Edinburgh Napier University and the Scottish Funding Council for AY 2017-18

On behalf of Edinburgh Napier University:

Signed: 

Print name: Alistair Sambell

Position: Principal

Date: 13/07/2017

Signed: 

Print name: Graham Forbes

Position: Chair

Date: 13/07/2017

On behalf of the Scottish Funding Council:

Signed: 

Print name: John Kemp

Position: Interim Chief Executive

Date: 13th July 2017

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